University of Cebu (Main, Banilad, METC, LM, Pardo and Talisay) Senior High School Department		**School Year:**	2024-2025
		Semester/Term:	1st
		Revision Date:	July 17-18,2024

I. Course Information

Course Code	HUMSS Soc. Sci. 4	**LEC Units**		**Course Description:**
Course Title	Introduction to the Philosophy of the Human Person	**LAB Units:**		This course is an initiation to the activity and process of philosophical reflection as a search for a synoptic vision of life. Topics to be discussed include the human experiences of embodiment, being in the world with others and the environment, freedom, intersubjectivity, sociality, and being unto a human's death.
Pre-requisite(s):	NA	**LEC Hours:**		
Co-requisite(s):	NA	**LAB Hours:**		
Content Standard	The learner understands the meaning and process of doing philosophy; The learner demonstrates various ways of doing philosophy; The learner understands the human person as an embodied spirit; The learner understands the interplay between humans and their environments; The learner understands the human person's freedom; The learner understands intersubjective human relations; The learner understands the interplay between the individuality of human beings and their social contexts; The learner understands human beings as oriented towards their impending death.			
Performance Standard	The learner reflects on a concrete experience in a philosophical way; The learner evaluate opinions; The learner distinguishes his/her own limitations and the possibilities for his/her transcendence; The learner is able to demonstrate the virtues of prudence and frugality towards his/her environment; The learner shows situations that demonstrate freedom of choice and the consequences of choices; The learner performs activities that demonstrate an appreciation for the talents of persons with disabilities and those from the underprivileged sectors of society; The learner evaluates the formation of human relationships and how individuals are shaped by their social contexts; The learner writes a philosophical reflection on the meaning of his/her own life.			

II. Institutional Statements of Vision, Mission, Institutional Goals, Graduate Attributes, and Core Values

UC Vision	UC Mission	INSTITUTIONAL GOALS	UC Core Values	UC Graduate Attributes
Democratize quality education. Be the visionary and industry leader. Give hope and transform	University of Cebu offers affordable and quality education responsive to the demands of local and international communities. University of Cebu commits itself to:	(IG1) To offer programs to include Alternative Learning Systems (ALS) or non-conventional programs that are relevant and compliant with institutional, regulatory, industry and accreditation standards that will develop life-long learners. (M1,	These are the core values that the University of Cebu upholds: **Innovation** *"Be the visionary and the industry leader."* **Camaraderie** *"Living in the spirit*	**University of Cebu graduates is (a):** (G5.2.1) Life-long Learner Demonstrate skills and competencies in one's educational level and field of discipline towards lifelong learning

lives.	(M1) serve as an active catalyst in providing efficient and effective delivery of educational services; (M2) pursue excellence in instruction, research and community services towards social and economic development as well as environmental sustainability; (M3) acquire, disseminate and utilize appropriate technology to enhance the university's educational service; and, (M4) foster an organizational culture that nurtures employee productivity and engagement	M2) (IG2) To develop social awareness, responsibility and accountability among stakeholders anchored on instruction, research and production. (M2) (IG3) To complement the academic programs with holistic and integrated student services. (M1, M2) (IG4) To develop a pool of qualified, professional and motivated faculty in the areas of instruction, research and community extension. (M2, M4) (IG5) To ensure effective administration and supervision of instructional and learning resources in support of the academic programs. (M3) (IG6) To provide an environment that is safe, functional and conducive to teaching, learning and working. (M4) (IG7) To ensure operations which are collaborative, sustainable, efficient and effective in meeting the needs of the institution and its	*of harmony and approachability."* **Alignment** *"All activities are geared towards core values and priorities."* **Respect** *"Always a professional, mindful of God, university, the community and self."* **Excellence** *"To be great at whatever it is we do and go for the best."*	(IG1, IG2, IG3 & IG4) (GA2) Effective Communicator Exhibit proficiency in listening, speaking, writing, reading and viewing (IG1 & IG4) (GA3) Socially Accountable and Responsible Demonstrate social accountability and ethical responsibility towards the community and the environment (IG2 & IG6) (GA4) Team Player Exhibit proactive and collaborative attributes in a diverse society (IG2) (GA5) Technically Competent Utilize appropriate technology (IG5 & IG7) (GA6) Ethically Responsible Manifest ethical behavior in diverse situations (IG2)

		stakeholders. (M3, M4)		

III. Departmental Statements of Vision, Mission, Goals and Core Values

SHS Vision	SHS Mission	SHS Core Values	PO
An exemplary Basic Education Department developing life-long learners and stewards of God's creation who are committed citizens of the nation and of the world.	To offer quality Pre-school, Grade School, Junior High School and Senior High School Education services in an enabling and supportive learning environment.	**Innovation** *"Be the visionary and the industry leader."* **Camaraderie** *"Living in the spirit of harmony and approachability."* **Alignment** *"All activities are geared towards core values and priorities."* **Respect** *"Always a professional, mindful of* *God, university, the community and self."* **Respect** *"Always a professional, mindful of* *God, university, the community and self."* ***Excellence*** *"To be great at whatever it is we do and go for the best."*	a. develop communicative competence through personal b. provide knowledge and develop skills, attitudes, and values that foster creativity, curiosity, critical thinking, problem solving and calculated risk-taking as responsible citizens; and c. offer diversified learning experiences needed for higher education and the world of work.

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IV. Mapping on UC Graduate Attributes, Vision, Mission, Institutional Goals, Core Values

Graduate Attributes (GAs)	UCV			UCM				UCCV					UC IG							SHSV	SHSM			SHSGA				SHSCV			
	1	2	3	1	2	3	4	1	2	3	4	5	1	2	3	4	5	6	7	1	1	2	3	1	2	3	4	1	2	3	4
GA1. Lifelong Learner * demonstrate knowledge skills, ethical , standard and personal integrity in a diversified society		▯		▯	▯		▯	▯	▯	▯	▯	▯	▯	▯	▯	▯				▯	▯	▯	▯	▯	▯	▯	▯	▯	▯	▯	▯
GA2. Effective Communicator *communicate effectively in the target language through reading and interpreting significant concepts		▯	▯	▯	▯			▯	▯	▯	▯	▯	▯	▯						▯	▯	▯	▯		▯		▯	▯	▯	▯	▯
GA3. Ethically Responsible *gather, analyze, interpret data, present alternative solutions		▯	▯		▯		▯	▯	▯	▯	▯	▯		▯				▯		▯	▯	▯	▯			▯		▯	▯	▯	▯
GA4. Socially Collaborative *apply the values learned from varied experiences towards			▯		▯			▯	▯	▯	▯	▯		▯						▯	▯	▯	▯			▯	▯	▯	▯	▯	▯

responsible citizenship																															
GA5. Team Player *perform skills needed for higher education and in the world of work																															
GA6. Technically Competent *applied the values learned from varied experiences towards responsible citizenship																															

V. Mapping on Program Objectives and Graduate Attributes

Program Objectives of Basic Education	Graduate Attributes (GAs)					
	1	2	3	4	5	6
a. develop communicative competence through personal						
b. provide knowledge and develop skills, attitudes, and values that foster creativity, curiosity, critical thinking, problem solving and calculated risk-taking as responsible citizens; and						
c. offer diversified learning experiences needed for higher education and the world of work.						

VI. Mapping on CILO, Mission, Institutional Goals, Graduate Attributes, Program Outcomes

Course Intended Learning Outcomes (CILOs): MELCs BASED	M				I.G.							G.A.						P.O		
At the end of the semester, the students can:	1	2	3	4	1	2	3	4	5	6	7	1	2	3	4	5	6	1	2	3
This course is an initiation to the activity and process of philosophical reflection as a search for a synoptic vision of life. Topics to be discussed include the human experiences of embodiment, being in the world with others and the environment, freedom, intersubjectivity, sociality, and being unto a human's death.																		I	P	D

Legend:

I - Introduced (the student gets introduced to concept/principles)
P - Practiced (the student practices the competencies with supervision)
D - Demonstrated (the student practices the competencies across different settings with minimal supervision)

VII. Desired Outcomes/Course Intended Learning Outcomes

Time Frame (by week)	Topic/Lesson	Learning Competencies **Note:** To be taken from DepEd	Intended number of days	Assessment **Note:** (Specify/Indicate/ Describe	Active and Interactive Teaching & Learning Activities (Explore, Firm Up, Deepen & Transfer)	Integration of Institutional / Departmental Core Values

		Curriculum Guide/MELCs) and classified into AMT (Acquisition, Making Meaning & Transfer Goals)		assessments/ performance tasks to be given).	**Strategies**	**Learning Resources**	
Week 1 and Week 2	**1. Doing Philosophy**	**Acquisition** (knowledge) Distinguish a holistic perspective from a partial point of view	1	**Pre-assessment** (Bellwork, etc.) **BELLWORK:** Students will be asked to give their insights about the word philosophy and their answers must be presented in a graphic organizer.	**Explore** *(Activate Prior knowledge)* **Introduction to Philosophy** -What is it and where did it originate?	Book (Introduction of Philosophy of the Human Person By: Roberto D. Abella Revised edition 2019) PowerPoint Presentation	Respect Innovation Camaraderie
		Making Meaning (skills, attitude) Realize the value of doing philosophy in obtaining a broad perspective on life	2	**Formative assessment** (seatwork, quiz) **ORAL RECITATION** ● Differentiate the philosophical concepts of Presocratics,Sophists,and Philosophos ● Discuss what it means to be a lover of	**Firm Up** *(Introduce key concepts)* Discuss the emergence of Western Philosophy and the philosophical concepts of Presocratics,Sophists,and Philosophos Introduce the most notable ancient Greek philosophers and their contributions.		

				wisdom. What characteristics or traits define a philosopher? **QUIZ** Using one whole sheet of paper the students will complete the table about the significant contributions of Ancient Greek Philosophers. **SEATWORK** Distinguish eastern philosophy from Western Philosophy. In your personal life, what are the things that you consider real, true or unchanging. How can philosophy help you in your everyday life?	Share the characteristics of Eastern Philosophy?		
		Transfer Goals	3	**Summative assessment**	**Deepen**		

		(competence) Do a philosophical reflection on a concrete situation from a holistic perspective		**GROUP WORK** **Creative presentation**(Students will select an issue or topic currently discussed in the news or social media. They must apply philosophical methods and perspective in analyzing the selected issues) **Suggested Creative presentation:** (Podcast, talk show, role play) Reflective Essay and Chapter Quiz	*(Solidify Understanding)* **Video clip analysis:** https://www.youtube.com/watch?v=mK66az43EOI **Guide Questions:** 1.How do we characterize the study of philosophy 2.Why is there a need for a man to philosophize? Transfer *(Apply Learning)* Reflective Essay: 1.Write an essay describing a situation in your life when you were able to engage in Philosophy. Describe the circumstances or dilemmas which brought about your need to philosophize. How did philosophy help you address your particular situation?	YouTube link	
Week 3 and Week 4	**2. Methods of Philosophizing**	**Acquisition** (knowledge)	1	**Pre-assessment** (Bellwork, etc.)	**Explore** *(Activate Prior knowledge)*	Book (Introduction of Philosophy of the Human Person By:	Respect Camaraderie

		Distinguish opinion from truth		**BELLWORK: RE-AL OR FA-KE** Sample statements: ● The sun is the center of the solar system. ● Asia is the largest continent in the world. ● God made the world in seven days.	How do we use philosophy to figure out what is true?	Roberto D. Abella Revised edition 2019) PowerPoint Presentation	
		Making Meaning (skills, attitude) Realize that the methods of philosophy lead to wisdom and truth	2	**Formative assessment** (seatwork, quiz) **ANALYSIS** Analyze the following headlines using the different theories in determining the truth: ● Manananggal Terrorizes Manila ● Man Gives Birth to Twins	**Firm Up** *(Introduce key concepts)* Discuss the different theories in determining the truth. Introduce the concepts of fallacies and biases and its characteristics.		

				● Pope Francis Says Abortion is an Acceptable Practice for Catholics **SEATWORK** Find examples of fallacies and biases from media and other sources.			
		Transfer Goals (competence) Evaluate truth from opinions in different situations using the methods of philosophizing	3	**Summative assessment** **DEBATE** **CHAPTER QUIZ**	**Deepen** *(Solidify Understanding)* **COMMERCIAL CRITIQUE** ● Beauty products ● Medicine ● Luxury brands		

					Guide Questions: 1. How can we critically evaluate the validity of product claims and their supporting evidence? 2. How accurately do the commercials portray the benefits and risks of the medicines? 3. How do the ads reflect or challenge societal values and convey messages about materialism or authenticity?		

					Transfer *(Apply Learning)* **DEBATE** In this debate, teams will discuss how to determine the truth based on topics given by the teacher. The Affirmative Team supports one method, while the Negative Team critiques it and suggests alternatives. Judges evaluate based on clarity, evidence, rebuttals, persuasiveness, and engagement. Teams should research well, prepare strong arguments, and speak clearly, staying respectful throughout. **Suggested topics:** 1. Social media helps us discover the truth.		

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Week 5 and Week 6	**3. The Human Person as an Embodied Spirit**	**Acquisition** (knowledge) Recognize how the human body imposes limits and possibilities for transcendence	1	**Pre-assessment** (Bellwork, etc.) **BELLWORK: HELLO, WE ARE THE HUMANS OF EARTH** Students will be asked to describe human beings to aliens through a pantomime.	**Explore** *(Activate Prior knowledge)* How does philosophy view the nature of man?	Book (Introduction of Philosophy of the Human Person By: Roberto D. Abella Revised edition 2019) PowerPoint Presentation YouTube link	Innovation Camaraderie Respect
		Making Meaning (skills, attitude) Evaluate own limitations and the possibilities for their transcendence	3	**Formative assessment** (seatwork, quiz) **ORAL RECITATION** 1. In your opinion, what are the traits that distinguish humans from all other beings that exist? 2. How will you be able to apply the concept of transcendence in overcoming obstacles or challenges in life? **SEATWORK**	**Firm Up** *(Introduce key concepts)* Interactive discussion of the following: 1. Various perspectives regarding the nature of man. 2. How does philosophy define the human person? 3. What is the spirit? 4. What does the bible say about the soul and spirit? 5. How does the spirit define the nature of man? 6. The spirit exists, does God exist?		

				Analyze the perspectives on human nature using a graphic organizer.			
		Transfer Goals (competence) Analyze how the experience(s) of transcendence can inform your future goals and aspirations	2	**Summative assessment** **CHAPTER QUIZ** **JOURNAL**	**Deepen** *(Solidify Understanding)* **SONG ANALYSIS** Human by Christina Perri https://www.youtube.com/watch?v=r72JiuFqQwE **Guide questions:** 1. How does Perri use emotions in "Human" to show strength comes from vulnerability? 2. Why is "nobody's perfect" important in "Human"? How can it help us grow? 3. How does "There's a light that can shine through" create hope in "Human"?		
					Transfer *(Apply Learning)* **JOURNAL** Write a journal entry describing instances in your		

					life where you achieved transcendence.		
Week 7 and Week 8	**4. The human person in their environment**	**Acquisition** (knowledge) Notice things that are not in their proper place and organize them in an aesthetic way	1	**Pre-assessment** (Bellwork, etc.) **BELLWORK: CANDY SHARE** Students are divided into groups, each representing a generation. They bring candy, symbolizing the world's resources. All the candy is pooled in the center. Each generation then takes candy based on what they need, want, and for leisure, simulating real-world resource use and potential conflicts across generations.	**Explore** *(Activate Prior knowledge)* How does philosophy define man's relationship with the environment?	Book (Introduction of Philosophy of the Human Person By: Roberto D. Abella Revised edition 2019) PowerPoint Presentation	Innovation Camaraderie Respect
		Making Meaning (skills, attitude) Show that care for the environment contributes to health, well-being and sustainable development	2	**Formative assessment** (seatwork, quiz) **SEATWORK** Summarize the significant ideas related to environmental philosophy. Write your answer in the table provided.	**Firm Up** *(Introduce key concepts)* Discuss philosophical views regarding the environment and its relationship with man. Explain how philosophical views influence and define human action regarding the environment.		

				ORAL RECITATION How do these philosophical views consider the effects of human activities on the environment?			
		Transfer Goals (competence) Demonstrate the virtues of prudence and frugality towards environments	3	**Summative assessment** **CHAPTER QUIZ** **FASHION FORWARD UPCYCLING**	**Deepen** *(Solidify Understanding)* **REFLECTION PAPER** 1. Which environmental issue, in your opinion, should be prioritized by humankind? 2. What concrete steps can you take in your life to show your concern for the environment? Transfer *(Apply Learning)* **FASHION FORWARD UPCYCLING** Upcycle Your Look! Transform old clothes, shoes & jewelry into trendy pieces. Paint, glue, sew - get creative & show off your upcycled fashion!		

Week 9 **and** **Week 10**	**5. Freedom of the Human Person**	**Acquisition** (knowledge) Evaluate and exercise prudence in choices		**Pre-assessment** (Bellwork, etc.) **BELLWORK: I AM FREE BECAUSE…** Students can freely show their answers.	**Explore** *(Activate Prior knowledge)* What is freedom?	Book (Introduction of Philosophy of the Human Person By: Roberto D. Abella Revised edition 2019) PowerPoint Presentation	Camaraderie Respect
		Making Meaning (skills, attitude) Realize that: a. Choices have consequences. b. Some things are given up while others are obtained in making choices	3	**Formative assessment** (seatwork, quiz) **LINE GAME** Stand in lines facing a partner. Statements about freedom are read. If it connects to you, silently cross the line in the middle. Reflect on shared experiences, not words.	**Firm Up** *(Introduce key concepts)* Discuss the concepts of human agency, free will, and free action. Discuss the distinction between human acts and acts of man. Let the students discuss and compare the various views regarding free will.		

				ORAL RECITATION 1. How does moral responsibility influence the exercise of freedom? 2. How does freedom define how actions are considered to be "good" or "bad"?	Ask students for real-life examples of how man exercises his free will according to each view.		
		Transfer Goals (competence) Show situations that demonstrate freedom of choice and the consequences of their choices	2	**Summative assessment** **ESSAY** **PAINT ME A MOVING PICTURE**	**Deepen** *(Solidify Understanding)* **ESSAY** Reflect on your past experiences and identify a moment when you believed you "had no choice" regarding your actions or decisions. Reevaluate that situation using the various views and concepts related to human freedom. Transfer *(Apply Learning)* **PAINT ME A MOVING PICTURE** Historical or fictional scenarios		

					where freedom is at stake (e.g., fighting for voting rights, escaping oppression) will be provided.		
Week 11 **and** **Week 12**	**6. Intersubjectivity**	**Acquisition** (knowledge) Realize that intersubjectivity requires accepting differences and not imposing on others	1	**Pre-assessment** (Bellwork, etc.) **BELLWORK: THE BOAT IS SINKING** The students will be grouped according to their hobbies, birth month, etc.	**Explore** *(Activate Prior knowledge)* What is freedom?	Book (Introduction of Philosophy of the Human Person By: Roberto D. Abella Revised edition 2019) PowerPoint Presentation	Camaraderie Respect
		Making Meaning (skills, attitude) Explain that authentic dialogue means accepting others even if they are different from themselves	3	**Formative assessment** (seatwork, quiz) **ORAL RECITATION** 1. Let the students explain the concept of “self” and the “other”. Ask them to give examples of *self-other* interactions.	**Firm Up** *(Introduce key concepts)* Discuss the concepts of human agency, free will, and free action. Discuss the distinction between human acts and acts of man.		

				2. Ask them to differentiate seeming and dialogue and give everyday situations showing these interactions. 3. Let them give positive and negative motives in cultivating human relationships. **SEATWORK** Write names of four people with whom you have a genuine relationship. Inside the spaces provided, write how they have contributed to your growth as a person.	Let the students discuss and compare the various views regarding free will. Ask students for real-life examples of how man exercises his free will according to each view.		
		Transfer Goals (competence) Performs activities that demonstrate an appreciation for the talents of persons with disabilities and those from the underprivileged sectors of society	2	**Summative assessment** **ROLE PLAYING**	**Deepen** *(Solidify Understanding)* **Essay Writing** Write a brief essay defining self-acceptance and its significance. Reflect on personal experiences and discuss how embracing both strengths and weaknesses can overcome challenges and improve well-being. Conclude with the benefits of self-acceptance and encourage ongoing self-compassion. **Transfer**		

					(Apply Learning) **ROLE PLAYING** Act out scenarios (teacher provided) featuring talents from people with disabilities or underprivileged backgrounds. Play the roles of the talented person, a supporter, and someone with doubts. Showcase how overcoming doubts leads to appreciation. Let's celebrate talent without limits!		
Week 13 **and** **Week 14**	**7. The human person in society**	**Acquisition** (knowledge) Recognize how individuals form societies and how individuals are transformed by societies	1	**Pre-assessment** (Bellwork, etc.) **BELLWORK: IM A FILIPINO(PINOY HENYO)** The students write Filipino traits on paper. In pairs, one student gives clues while the other guesses the word in 2 minutes using "yes," "no," or "pwede" questions. After each word, they briefly discuss if the trait is a positive or negative aspect of Filipino society. The team with the most correct guesses wins.	**Explore** *(Activate Prior knowledge)* What is society?	Book (Introduction of Philosophy of the Human Person By: Roberto D. Abella Revised edition 2019) PowerPoint Presentation	Camaraderie Respect Innovative
		Making Meaning (skills, attitude)	3	**Formative assessment** (seatwork, quiz)	**Firm Up** *(Introduce key concepts)*		

		Explain how human relations are transformed by social systems		**ORAL RECITATION** 1.Describe your society and how it affects you as a person. 2. What are the ideas of enlightenment philosophers about human society? 3.Explain social contract and its role in establishing societies. **SEATWORK** Describe how the following social institutions influence your development as a person. **1.GOVERNMENT** **2.SCHOOL** **3.RELIGION** **4.FAMILY**	Discuss philosophical views regarding society and how it is formed Discuss how societies influence the human person Let the students identify traits that characterize Filipino society.		
		Transfer Goals (competence)	2	**Summative assessment**	**Deepen** *(Solidify Understanding)*		

		Compare different forms of societies and individualities (eg. Agrarian, industrial and virtual)		Photo Journal	**Reflection Paper** Reflect on how individuals or groups have transformed society, considering both positive and negative impacts. Discuss specific examples and personal insights on how these transformations have influenced social structures, cultural norms, or daily life. Keep your reflection concise, focusing on key points and personal observations. **Transfer** *(Apply Learning)* **Photo Journal** Students need to show aspects of the society that have influenced them as a person. They need to create a photo journal with at least 5 photos showing how individuals form societies and how individuals are transformed by societies. Should follow the rubrics: https://www.rcampus.com/rubricshowc.cfm?sp=true&code=T57A6C		

Week 15 **and** **Week 16**	**8. Human persons as oriented towards their impending death**	**Acquisition** (knowledge) Recognize the meaning of his/her own life	1	**Pre-assessment** (Bellwork, etc.) **BELLWORK: HELLO YOUNGER ME** Write a letter to your younger self, reflecting on how your understanding of the meaning of life has evolved. Share insights and advice based on your experiences and growth, offering guidance and encouragement. Keep your message clear and supportive.	**Explore** *(Activate Prior knowledge)* How does philosophy ponder upon significant life questions?	Book (Introduction of Philosophy of the Human Person By: Roberto D. Abella Revised edition 2019) PowerPoint Presentation	Camaraderie Respect
		Making Meaning (skills, attitude) Enumerate the objectives he/she really wants to achieve and to define the projects he/she really wants to do in his/her life	3	**Formative assessment** (seatwork, quiz) **GROUP DISCUSSION** 1.In what way can philosophy help when you question your existence and your purpose in life. 2.Discuss philosophical views on the meaning of life and	**Firm Up** *(Introduce key concepts)* Discuss concepts, ideas and views from eastern and western philosophies that will guide the students in living a good and meaningful life and in facing problems and challenges. Use the elements of happiness to evaluate their own personal happiness		

				relate it to your personal experience. **SEATWORK** Let the students compare the various views on the meaning of life. **1.SUPERNATURALIST** **2.NATURALIST** **3. SUBJECTIVISM** **4.OBJECTIVISM** **5.NIHILISTIC**	Discuss ways to effectively cope with suffering and difficulties in life. Evaluate their own lives and make a personal commitment to make their lives more meaningful		
		Transfer Goals (competence) Reflect on the meaning of his/her own life	2	**Summative assessment** **Eulogy writing and Personal Plan**	**Deepen** *(Solidify Understanding)* **Reflection Paper** Write a reflection paper exploring what "living life to the fullest" means to you. Include personal experiences, values, and goals that align with this concept. Discuss how these aspects shape your approach to a fulfilling life.		

					Transfer *(Apply Learning)* **Eulogy writing and Personal Plan** Students need to reflect on whether they have lived their lives the way they want it by knowing the meaning of life. They have to write their own personal eulogy showing reflection and discernment and a personal plan to make their life more meaningful and purposeful life. Should follow the rubrics: https://osse.dc.gov/sites/default/files/dc/sites/osse/publication/attachments/EV%20RUBRIC%20PLANNING.pdf		

VIII. Ancillaries

A. Instructional Methods	Face-to-Face Classes, Online Video Conferencing, Seatworks, Group Discussions, Creative Presentations, Readings, Written Reflections, Oral Recitations, Song/Video Analysis, Case Analysis, Peer Evaluations, Feedbacking, etc.
B. Course Requirements	Attendance, Creative Presentations, Essay/Reflective Journals, Debate, Photo Journals, Completed Worksheets, Oral Recitations, LMS Activities, etc.
C. Grading System	Written Work - 25% Performance Task - 50%

	Quarterly Examination - 25%
D. Percentage of Passing	75%
E. Submission Policies	The students shall: 1. Submit all work on time. Late submissions may have point deductions. 2. Follow specific format and file naming guidelines for each assignment. 3. Use a designated platform (Canvas LMS) for submission. Physical copies might be required by the subject teacher. 4. All work must be original. Plagiarism and cheating are not allowed. 5. Students must back up their work. Technical difficulties are not usually an excuse for late submissions. 6. Teachers may have specific rules for their subjects.
F. Communication Policies	1. All interactions should be conducted with respect and professionalism. 2. Use school-approved platforms (e.g., email, learning management system) for official communication. 3. Teachers will strive to respond to student inquiries within a reasonable timeframe. 4. Students should clearly state their concerns or requests. Teachers should provide clear and concise responses. 5. Academic concerns should primarily be addressed during class time or scheduled appointments.
G. List of References	Introduction of Philosophy of the Human Person By: Roberto D. Abella Revised edition 2019 (C&E Publishing)

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